



District: Zuni Public School District  
 School: Zuni High School  
 Date: February 2, 2018  
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## Zuni High School Zuni Public School District New Mexico 90-day Plan Offline Planning Process Workbook Feedback Tool

For PED use only  
 NM PED Calibration Review  
 Date:  
 Reviewer Code:

To enter into DASH...		
Solid Progress	Limited Progress	Not Evident
13 or greater of 16	3 or fewer of 16	0

Your plan (as reviewed by your district designee)		
Solid Progress	Limited Progress	Not Evident
16	-0-	-0-

For PED use only		
Solid Progress	Limited Progress	Not Evident

<u>Step 1 - Build Core Team</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Diverse backgrounds and viewpoints	In addition to principal and district representative, the core team includes teachers or instructional leaders <b>likely to bring different viewpoints to discussions</b> and a <b>clear</b> rationale for selection is provided.	<b>In addition to</b> principal and district representative, the core team <b>includes teachers or instructional leaders</b> and a rationale for selection <b>is provided</b> .	The core team <b>consists of principal, district representative, and/or teachers or instructional leaders</b> . A rationale for selection <b>may or may not</b> be provided.	Shows lack of attempt or action <b>OR</b> No district representative is identified.
Representation <sup>1</sup>	The core team has <b>full representation</b> from across grade levels, of the student body (including subgroups), and community.	The core team has representation from <b>two of the following</b> : across grade levels, of the student body (including subgroups), <b>and</b> community.	The core team has <b>limited representation</b> from across grade levels, of the student body (including subgroups), <b>and/or</b> community.	Shows lack of attempt or action

**Step 1 Reflections and Feedback:**

In moving forward, STE needs to include presentation from the community.

<sup>1</sup> Title I schools shall assure meaningful input and involvement of stakeholders listed in Section 1118(b)(2) of **ESSA Guidance**

<b>Step 2 – Analyze Data &amp; Set Student Achievement Goals</b>	<b>Exemplary</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
Summative goals	In addition to the indicators for solid progress, <b>an optional third goal has been identified based on deep data analysis (e.g. subgroup achievement, attendance rates).</b>	Measurable summative student achievement goals have been identified in both ELA <b>and</b> math <b>using the most recent available baseline data.</b>	Measurable summative student achievement goals have been identified in ELA <b>and/or</b> math.	Shows lack of attempt or action
Benchmark goals <sup>2</sup>	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to the <b>most current interim assessment data.</b>	Benchmark goals to monitor progress are <b>clearly</b> articulated in both ELA and math, <b>align with summative goals, and are connected to interim or formative assessment data.</b>	Benchmark goals to monitor progress <b>are articulated</b> in both ELA <b>and/or</b> math.	Shows lack of attempt or action
SMART: Specific, Measurable, Ambitious & Attainable, Relevant, Time-bound	Summative and benchmark goals have been written to satisfy all SMART criteria <b>and create a sense of focus and urgency towards action.</b>	Summative and benchmark goals have been written to satisfy <b>all</b> SMART criteria.	Summative and benchmark goals have been written to satisfy <b>4 or fewer</b> SMART criteria.	Shows lack of attempt or action
<b>Step 2 Reflections and Feedback:</b> Revise to include I-Stations and STAR Reading and Mathematics data.				
<b>Step 3 – Focus Areas</b>	<b>Exemplary</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
High leverage and aligned	The 2-3 <b>highest-leverage</b> focus areas selected are aligned to <b>deep</b> data analysis and include qualitative <b>and</b> quantitative evidence.	The 2-3 focus areas selected are <b>aligned to data analysis and include qualitative and/or quantitative evidence.</b>	2-3 focus areas <b>are selected.</b>	Shows lack of attempt or action
<b>Step 3 Reflections and Feedback:</b> N/A				
<b>Step 4 – Root Cause Analysis</b>	<b>Exemplary</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>

<sup>2</sup> For assessment requirements and best practices, access: <http://www.ped.state.nm.us/ped/AssessmentEvalDocs/2017-2018%20Assessment%20Calendar.pdf>

Clear Root Cause Statement	Each focus area has a clear statement of the <b>deepest</b> underlying root cause or causes of school performance challenges <b>that will result in a substantial reduction of the performance challenge.</b>	<b>Each</b> focus area has a <b>clear</b> statement of the <b>underlying root cause</b> or causes of school performance challenges.	<b>Some or all</b> of the focus areas <b>have a</b> statement of the cause or causes of school performance challenges.	Shows lack of attempt or action
Evidence to support	Root causes seem to have been generated through thoughtful analysis of qualitative <b>and</b> quantitative data <b>and are supported by evidence.</b>	Root causes seem to have been <b>generated through thoughtful analysis of qualitative and/or quantitative data.</b>	Root causes are identified, but <b>are not connected</b> to data analysis.	Shows lack of attempt or action
<b>Step 4 Reflections and Feedback:</b>				
N/A				
<b><u>Step 5 – Desired Outcomes &amp; Critical Actions</u></b>	<b>Exemplary</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
<i>Desired Outcomes</i> – observable changes in adult behavior	Each focus area has a 90-day desired outcome identifying the specific observable change(s) in adult behaviors, <b>which creates focus and urgency toward action.</b>	<b>Each</b> focus area has a 90-day desired outcome <b>identifying specific observable change(s)</b> in adult behavior.	Desired outcomes <b>do not</b> identify specific observable changes in adult behavior.	Shows lack of attempt or action
<i>Desired Outcomes</i> – specific focus on student achievement	Each desired outcome is specific in focus and <b>should logically result in</b> increased student achievement.	<b>Each</b> desired outcome is <b>specific</b> and <b>there is a clear connection</b> between desired outcomes and a focus on increasing student achievement.	The desired outcomes <b>lack specificity</b> about the observable changes in adult behavior. There is <b>no clear connection</b> between desired outcomes and a focus on increasing student achievement.	Shows lack of attempt or action
<i>Critical Actions</i> – sense of urgency toward action	For each focus area, critical actions <b>promote a sense of urgency toward</b> addressing root cause(s) and achieving the desired outcome.	<b>For each focus area</b> , critical actions <b>address clear underlying root cause(s) and are connected to</b> achieving the desired outcome.	It is <b>not clear</b> how critical actions will result in achieving the desired outcome in 90 days.	Shows lack of attempt or action
<i>Critical Actions</i> – person(s) responsible for completing actions	Responsibility for action items are <b>strategically owned</b> by various school/district individuals.	<b>Each</b> critical action <b>identifies</b> a person responsible.	It is <b>not clear</b> who is responsible for completing each critical action.	Shows lack of attempt or action



<i>Critical Actions – timelines and resources</i>	All critical actions have a clear timeline and identify resources needed to support them, <b>including funding sources.</b>	<b>All</b> critical actions have a <b>clear</b> timeline and identify resources needed to support them.	Critical actions <b>do not identify</b> timelines and/or needed resources.	Shows lack of attempt or action
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**Step 5 Reflections and Feedback:**

N/A

<b>Step 6 – Monitor Implementation</b>	<b>Exemplary</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
Progress Indicators	<b>Strategically selected</b> progress indicators identify the metrics and evidence used to measure progress toward desired outcomes and goals.	<b>All</b> progress indicators <b>identify the metrics and evidence</b> used to measure progress toward desired outcomes and goals.	<b>Some</b> progress indicators have been identified, and they <b>may or may not include</b> metrics or evidence used to measure progress toward desired outcomes and goals.	Shows lack of attempt or action
Potential Adjustments to the 90-day Plan	For <b>all</b> progress indicators, potential adjustments are identified based on possible accelerated progress <b>and</b> unanticipated barriers.	For <b>most</b> progress indicators, potential adjustments are identified based on possible accelerated progress or unanticipated barriers.	For <b>some</b> progress indicators, potential adjustments are identified based on possible accelerated progress <b>or</b> unanticipated barriers.	Shows lack of attempt or action
System to Monitor	The system to monitor implementation <b>clearly details</b> the procedure, timelines, and persons responsible.	The system to monitor implementation <b>identifies the procedure, timelines, and/or persons responsible.</b>	The system to monitor implementation <b>identifies one or more of the following:</b> the procedure, timelines, and/or persons responsible.	Shows lack of attempt or action

**Step 6 Reflections and Feedback:**

In STE 90 day plan, identify dates of monitor implementation for 30, 60, 90 days.